

Starline Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

3150 Starline Drive, Lake Havasu City, AZ 86406

Lake Havasu Unified District

AZ LEARNS¹

Elementary
Achievement Profile *

Highly Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Not Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Kenneth C. Danley
Schedule : 7:00 AM to 3:30 PM
Grades : K-5
2003 Enrollment : 569
Web Address : www.havasu.k12.az.us/starline
Phone Number : (928) 855-4088
Fax Number : (928) 855-1152
E-mail : kdanley@havasu.k12.az.us

Mission

Starline Elementary School is dedicated to providing all students an education that meets or exceeds all Arizona Academic Standards. We will enhance the future of our students by emphasizing positive character traits and superior work habits.

School / Academic Goals

ü Demonstrate significant improvement in math with emphasis on computation achievement, as measured by Stanford 9 and AIMS scores.

ü Application of basic skills in the writing process as shown on Stanford 9 and AIMS scores, student output, and teacher assessment.

Instructional Programs

ü Remedial Reading Program and ELL.
ü On-site Special Education & Peer Tutors
ü Special Education Inclusion Program
ü Accelerated Learning Program

Enrollment

October 1, 2002 School Year Student Enrollment : 464
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 56

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 7/21/2003
Last Day of School : 6/4/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

Starline Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Starline Policy
- Ü Starline Goals
- Ü Curriculum Issues/Implementation
- Ü School Safety Issues
- Ü Student Discipline
- Ü Parent/Educator Relations

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	2.60	Teacher Aide	8.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	6	2	0	0
7 to 9 years	2	0	0	0
10 or more years	1	12	0	0

Shared Responsibilities

School

Starline has the responsibility to provide a safe orderly environment where teachers and staff treat students with respect. Arizona Academic Standards are emphasized at all grade levels, and high expectations for student achievement are maintained.

Parents

Starline parents have the responsibility to ensure home support for their children's education. This includes conscientious communication with the teacher and support of classroom policies.

Resources Available at School Site

Special Facilities

- Ü Computer Lab and Library
- Ü Art/Music/PE Classrooms

Extracurricular Activities

- Ü Student Council
- Ü Arts Advantage Club
- Ü Accelerated Reading Program
- Ü Afterschool Recreation Program

Social Services

- Ü Lunch & Breakfast Program
- Ü Afterschool & ELL Tutoring
- Ü Student Assistance Program
- Ü Peer to Peer Conflict Resolution

Transportation Policy

Transportation to Starline Elementary School is provided by the parents of the students attending the school. Lake Havasu Unified School District does provide transportation services to handicapped students.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Starline has been provided with computer/TV setups for all classrooms. These are used for direct instruction, grades and Internet access. VCRs have been added to the setups for use in all classrooms. PTA funds were used for this.
- ü Starline has implemented the Accelerated Reader Program into the curriculum. This was possible because of achievement number one. This was a cooperative venture between the school district and the PTA.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü Optimist Positive Attitude Awards	2003
ü Regional Science Fair Recognition	2003
ü Ronald McDonald House	2003
ü Math-a-Thon Appreciation Award	2003

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	19	20	20	20
Transfers In ⁴ (Within District)	2	2	2	2
Transfers In ⁵ (Out of District)	11	10	10	9
Promotion Rate ⁶	97	99	98	95
Retention Rate ⁷	3	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	62	58
Grades 3-4	77	70
Grades 4-5	84	73

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	502	75372	98	98	101	530	526	523	6	5	9	12	25	25	48	41	36	34	30	30
All Students (Prior Year)	84	472	70809	NA	NA	NA	535	522	518	4	5	11	15	29	27	41	38	35	40	28	27
Female	40	237	36901	100	98	101	533	526	524	3	3	8	13	27	25	45	40	36	39	29	31
Male	47	265	38385	96	98	101	527	527	523	9	6	9	11	23	24	50	41	36	30	31	30
African American	NC	NC	3589	NC	NC	96	NC	NC	501	NC	NC	18	NC	NC	33	NC	NC	33	NC	NC	16
Hispanic	NC	96	29103	NC	101	99	NC	512	510	NC	4	12	NC	43	31	NC	36	36	NC	16	20
Asian/Pacific Islander	NC	NC	1574	NC	NC	96	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	34	NC	NC	48
American Indian/Alaskan Native	--	NC	5086	--	NC	114	--	NC	491	--	NC	22	--	NC	38	--	NC	28	--	NC	12
White	74	390	34597	97	97	98	532	529	535	6	4	4	10	22	20	47	41	38	38	32	38
Students with Disabilities	10	57	8057	71	93	99	491	500	496	29	23	23	0	27	31	71	38	28	0	12	17
Students without Disabilities	77	445	67315	103	99	101	534	528	525	4	4	8	13	25	24	45	41	37	37	31	31
Limited English Proficient Students	NC	28	16925	NC	104	112	NC	NA	482	NC	NA	27	NC	NA	40	NC	NA	26	NC	NA	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	324	26325				--	520	504	--	5	15	--	32	34	--	40	33	--	23	18
Non-Economically Disadvantaged	87	178	49047				530	538	530	6	4	6	12	12	21	48	42	37	34	42	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	499	75221	94	97	101	530	527	523	3	3	8	9	13	16	64	62	56	24	23	21
All Students (Prior Year)	81	467	70860	NA	NA	NA	545	532	524	0	3	9	5	14	17	48	48	45	47	35	30
Female	39	237	36833	98	98	100	530	528	526	0	2	6	8	12	15	71	64	56	21	23	23
Male	45	262	38319	92	97	101	529	526	520	5	3	9	10	14	17	58	59	56	28	23	18
African American	NC	NC	3597	NC	NC	97	NC	NC	510	NC	NC	14	NC	NC	22	NC	NC	53	NC	NC	11
Hispanic	NC	96	29019	NC	101	99	NC	514	513	NC	4	12	NC	25	21	NC	59	55	NC	12	13
Asian/Pacific Islander	NC	NC	1572	NC	NC	95	NC	NC	536	NC	NC	2	NC	NC	9	NC	NC	57	NC	NC	31
American Indian/Alaskan Native	--	NC	5071	--	NC	114	--	NC	502	--	NC	20	--	NC	27	--	NC	46	--	NC	8
White	71	387	34543	93	97	97	530	530	531	3	2	4	7	10	12	63	62	58	26	25	26
Students with Disabilities	NC	55	8006	NC	90	99	NC	503	505	NC	12	22	NC	38	23	NC	42	42	NC	8	13
Students without Disabilities	76	444	67215	101	98	101	531	528	524	3	2	7	7	11	16	65	63	56	26	24	21
Limited English Proficient Students	NC	28	16853	NC	104	112	NC	NA	489	NC	NA	29	NC	NA	36	NC	NA	32	NC	NA	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	324	26256				--	524	509	--	3	14	--	15	24	--	62	51	--	20	11
Non-Economically Disadvantaged	84	175	48965				530	533	528	3	2	5	9	8	13	64	61	58	24	29	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	497	73654	97	97	99	541	531	530	3	4	9	11	12	13	76	79	70	10	5	7
All Students (Prior Year)	79	450	68592	NA	NA	NA	570	550	542	0	3	9	9	8	12	62	71	63	29	18	16
Female	41	238	36239	103	99	99	551	537	537	0	2	7	5	8	11	79	83	72	16	6	10
Male	45	259	37301	92	96	98	531	526	523	5	5	12	17	16	15	73	75	68	5	4	5
African American	NC	NC	3488	NC	NC	94	NC	NC	515	NC	NC	16	NC	NC	18	NC	NC	62	NC	NC	4
Hispanic	NC	96	28348	NC	101	96	NC	520	520	NC	2	13	NC	24	17	NC	74	65	NC	0	5
Asian/Pacific Islander	NC	NC	1558	NC	NC	95	NC	NC	547	NC	NC	3	NC	NC	8	NC	NC	76	NC	NC	13
American Indian/Alaskan Native	--	NC	4947	--	NC	111	--	NC	507	--	NC	22	--	NC	22	--	NC	53	--	NC	3
White	72	384	33924	95	96	96	543	533	537	3	4	5	10	10	10	77	80	75	10	6	9
Students with Disabilities	NC	57	7306	NC	93	90	NC	511	506	NC	24	24	NC	16	20	NC	56	52	NC	4	4
Students without Disabilities	77	440	66348	103	98	100	541	533	531	3	3	8	11	12	13	77	81	71	9	5	8
Limited English Proficient Students	NC	28	16422	NC	104	109	NC	NA	495	NC	NA	30	NC	NA	27	NC	NA	43	NC	NA	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	321	25711				--	528	514	--	4	16	--	14	19	--	80	61	--	2	3
Non-Economically Disadvantaged	86	176	47943				541	539	535	3	3	7	11	9	11	76	79	74	10	9	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	498	76230	100	99	101	513	505	498	1	6	12	33	43	38	19	11	12	46	40	37
All Students (Prior Year)	91	491	72888	NA	NA	NA	509	503	494	7	8	14	40	42	40	13	12	12	41	38	34
Female	36	226	37247	100	98	100	517	505	500	0	4	11	33	46	40	21	14	13	45	37	37
Male	42	269	38725	100	99	101	509	505	497	3	8	14	32	40	37	18	8	12	47	43	37
African American	NC	NC	3594	NC	NC	96	NC	NC	476	NC	NC	22	NC	NC	46	NC	NC	11	NC	NC	21
Hispanic	13	94	28100	93	97	98	506	497	482	0	6	18	40	56	47	30	8	11	30	30	24
Asian/Pacific Islander	NC	NC	1447	NC	NC	95	NC	NC	527	NC	NC	5	NC	NC	26	NC	NC	11	NC	NC	58
American Indian/Alaskan Native	--	NC	5292	--	NC	113	--	NC	463	--	NC	31	--	NC	47	--	NC	8	--	NC	14
White	62	389	35389	100	98	96	514	507	514	2	6	6	31	40	32	18	11	14	49	43	48
Students with Disabilities	13	83	9022	130	108	105	476	485	465	33	15	31	0	48	43	33	9	8	33	27	17
Students without Disabilities	65	415	67208	96	97	100	514	506	500	0	6	12	34	43	38	19	11	12	47	41	38
Limited English Proficient Students	NC	28	14826	NC	108	113	NC	434	460	NC	100	31	NC	0	51	NC	0	8	NC	0	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	327	25037				--	503	477	--	7	21	--	46	47	--	8	11	--	39	21
Non-Economically Disadvantaged	78	171	51193				513	507	507	1	5	9	33	38	35	19	17	13	46	41	43

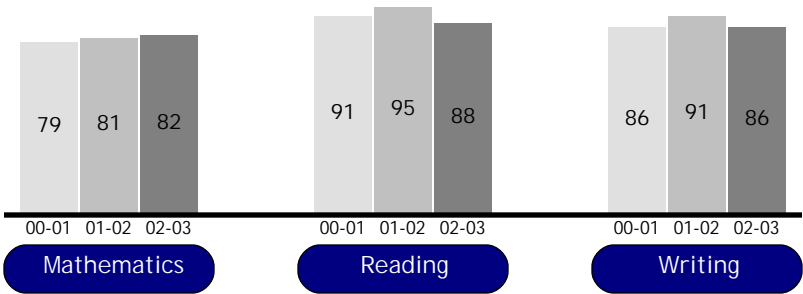
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	499	76202	100	99	101	514	507	505	5	12	19	23	24	24	58	52	46	15	11	11
All Students (Prior Year)	93	492	72779	NA	NA	NA	513	510	505	12	14	21	16	19	20	48	48	43	24	19	15
Female	36	226	37231	100	98	100	520	510	507	6	11	16	18	27	24	58	49	48	18	13	13
Male	42	271	38718	100	99	101	508	506	503	3	13	22	27	22	24	58	55	44	12	10	10
African American	NC	NC	3600	NC	NC	97	NC	NC	497	NC	NC	28	NC	NC	29	NC	NC	39	NC	NC	5
Hispanic	13	94	28090	93	97	98	508	505	497	0	14	28	10	23	30	90	56	37	0	6	5
Asian/Pacific Islander	NC	NC	1443	NC	NC	95	NC	NC	515	NC	NC	9	NC	NC	19	NC	NC	53	NC	NC	19
American Indian/Alaskan Native	--	NC	5311	--	NC	113	--	NC	491	--	NC	38	--	NC	31	--	NC	28	--	NC	3
White	62	391	35371	100	98	96	515	508	512	6	11	10	26	25	20	50	51	54	19	13	16
Students with Disabilities	13	83	9097	130	108	106	512	497	493	0	29	39	0	25	27	100	36	29	0	11	5
Students without Disabilities	65	416	67105	96	97	100	514	508	506	5	11	18	23	24	24	56	54	47	16	11	12
Limited English Proficient Students	NC	28	14780	NC	108	113	NC	468	486	NC	100	50	NC	0	32	NC	0	18	NC	0	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	328	24961				--	506	495	--	14	32	--	25	30	--	50	34	--	11	4
Non-Economically Disadvantaged	78	171	51241				514	511	509	5	8	14	23	22	22	58	57	51	15	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	486	74692	99	96	99	523	512	502	5	10	18	30	27	27	50	56	47	15	7	8
All Students (Prior Year)	92	481	70710	NA	NA	NA	544	533	512	5	7	17	17	21	26	43	48	42	34	24	16
Female	35	221	36710	97	96	99	526	518	509	3	7	14	24	24	26	58	60	50	15	9	10
Male	42	263	37742	100	96	98	520	507	495	6	13	22	36	29	28	42	52	44	15	6	6
African American	NC	NC	3516	NC	NC	94	NC	NC	487	NC	NC	26	NC	NC	31	NC	NC	39	NC	NC	4
Hispanic	13	91	27492	93	94	96	539	512	486	0	8	27	30	34	32	50	52	38	20	6	4
Asian/Pacific Islander	NC	NC	1428	NC	NC	94	NC	NC	528	NC	NC	8	NC	NC	20	NC	NC	54	NC	NC	18
American Indian/Alaskan Native	--	NC	5166	--	NC	110	--	NC	470	--	NC	39	--	NC	32	--	NC	27	--	NC	2
White	61	381	34785	98	96	94	520	513	517	6	10	10	31	26	23	48	57	56	15	8	11
Students with Disabilities	12	74	8428	120	96	98	491	483	472	0	17	38	50	50	30	50	29	29	0	4	3
Students without Disabilities	65	412	66264	96	96	99	524	514	503	5	10	17	30	26	27	50	57	48	16	8	8
Limited English Proficient Students	NC	24	14363	NC	92	109	NC	457	459	NC	0	47	NC	100	34	NC	0	19	NC	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	321	24507				--	510	480	--	12	31	--	26	33	--	56	33	--	6	3
Non-Economically Disadvantaged	77	165	50185				523	517	511	5	7	13	30	28	24	50	56	53	15	9	10

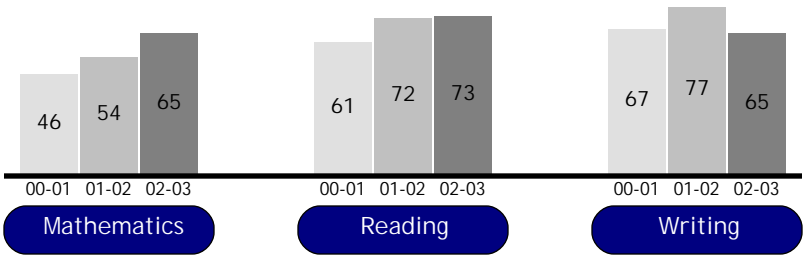
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	No

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	68	64	53	98	78	59	44	96	71	68	50
	Language	100	71	58	45	98	83	55	39	99	63	62	43
	Mathematics	100	74	65	56	98	84	64	52	99	77	74	57
3	Reading	97	69	53	50	100	66	58	43	100	68	59	47
	Language	100	76	58	55	100	75	66	50	100	78	69	54
	Mathematics	99	78	55	53	100	75	63	50	100	76	66	54
4	Reading	99	73	66	55	100	68	57	47	97	79	69	52
	Language	100	67	60	50	100	68	55	45	99	74	67	48
	Mathematics	100	78	68	56	100	77	65	52	99	80	73	57
5	Reading	98	66	58	51	100	79	64	46	100	74	62	50
	Language	98	62	53	46	100	71	58	43	100	65	60	46
	Mathematics	98	73	64	56	100	79	66	54	100	82	69	57

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Starline has a set policy for promoting a safe and orderly environment. School and classroom rules are actively enforced. Emergency policies and procedures are in place and practiced. Visitors to the campus are asked to sign in and wear an ID badge.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Kenneth C. Danley	(928) 855-4088
Transportation Policy	Dorothy Garrett	(928) 855-1572
Community Resources	Gail Malay	(928) 855-7861
School Nutrition Programs	Hans Bischof	(928) 855-5121
Parent Organization	John Stoops	(928) 855-4088
Student Health/Nurse	Bernice Heinrich	(928) 855-4088

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards